Concord Comm. Schls.

II. Project Abstract

Briefly (500 words maximum) describe the proposed project clearly and concisely using the space provided.

The focus of this project will be to positively impact the learning of students in Algebra I classes at Concord High School. Student learning will increase by introducing instructional interventions to promote student engagement and collaborative problem solving within the context of a 21st Century learning environment.

Algebra I teachers will integrate the use of an interactive whiteboard during daily lessons as an engaging way to access electronic textbook resources, Internet resources, and teacher-created media of key concepts. Student understanding of these key concepts individually and as groups will be quickly measured using rapid response units and wireless digital slates.

Opportunities for re-teaching, remediation, and extended learning will be provided. Teachers will create podcasts and iMovies of key Algebra I Standard Indicators. These media resources will be available on MacBooks, touch iPods, and classroom websites. Concord already owns site licenses of Pre-Algebra, Algebra I and Infinite Algebra software from Kuta Software. Geometer's Sketchpad is also already purchased. Through the grant, licenses of Measurement in Motion from Learning in Motion will be purchased.

Students will be held accountable for their growth as measured on Power Assignments and Unit Exams. Incomplete assignments and scores below 70% will result in a study session outside of class. Re-teaching and individual attention to student learning needs during study sessions will be shared among Algebra I teachers. In these sessions students will have access to the above software through the interactive whiteboard and MacBooks. For absent students, touch iPods can be loaned for viewing podcasts and iMovies.

Failure to attend study sessions will be considered discipline issues and dealt with in the Principal's Office. Incompletes at the end of the trimester will result in an automatic failure of the course. Final grades below 70% will result in retaking the course.

Teachers will attend Apple Professional Development Classes on K-12 Digital Literacy and K-12 Technology Infused Learning. There will be a book study on the Buck Institute for Education's Project Based Learning Handbook. The group will attend the National Council of Teachers of Mathematics Regional Conference in Nashville, TN.

Administrative support will be seen in organizing professional development sessions, and providing contracted rates for staff development that takes place outside the school year. Classroom Walkthroughs will provide feedback on the progress seen in technology integration and student engagement.

Student learning will be measured quantitatively in passing rates on the Algebra I End of Course Assessment, percentages of students needing to re-take Algebra I, and measuring the gap between percentages of students passing the course but failing the ECA. Student engagement will be measured qualitatively during Classroom Walkthroughs.

Technology resources employed will include mounting projectors and interactive whiteboards, installing wireless access points, connecting wireless digital slates and rapid response units, and downloading podcasts and iMovies to iTunes on MacBooks and touch iPods.